

## **Defining Social Justice for Your Team**

### **Rank Ordering Approaches and Outcomes**

---

*The role of education in social justice is complicated and educators have multiple perspectives on what it means, where to start, and what the outcomes should be.*

#### **INSTRUCTIONS ( 55 minutes total)**

1. (5 minutes) Please rank order your top five social justice approaches from the list below. (One indicates it is most important.)
2. (10 minutes) Once you have rank ordered these for yourself, turn to partner and share your five. Taking turns to listen closely to each other's perspectives. Between your two lists, attempt to prioritize the top three most important approaches to realizing social justice through education.
3. (5 minutes) Find another pair who have completed their sharing and prioritizing together, as a group of four, attempt to create a top three list that reflects all four of your perspectives.
4. (20 minutes) Once the groups of four have a top three priority list, the facilitator convenes the whole team to share and listen and attempt to agree on a team wide list of top priorities. Write your list on large chart paper.
5. (3 minutes for each group) The reporter, for each group will share the groups priorities with the whole institute group.

#### **Ranking Choices**

☐ Teaching for social justice using pedagogies that distribute power and resources in fair and equitable ways.

☐ Teaching social responsibility through classroom management and service learning projects.

☐ Teaching about social justice across the curriculum.

☐ Teaching students to identify and address social in/justice.

☐ Teaching students to stand up for fairness.

☐ Teaching teachers to identify and address in/justice in school.

☐ Teachers standing up for fairness in their school and in the community.

☐ Teaching a multicultural curriculum.

- ☐ Teaching with culturally responsive instructional practices.
- ☐ Engaging parents in school leadership, sharing power and resources with parents of historically under represented parents in the school.
- ☐ Teaching and counseling that eliminates disparities in educational experiences.
- ☐ Teaching and counseling that eliminates disparities in education out outcomes.
- ☐ Ensuring all students are placed in classes with high academic expectations.
- ☐ Ensuring that each school has an adequate academic program to support all students taking and passing courses to graduate in four years, with a college and career ready transcript.
- ☐ Ensure all students graduate with a college ready transcript.
- ☐ Transforming the school/school district into an institution that promotes social justice throughout students' lives.
- ☐ District allocates resources to meet the demanding differences in resources within schools and between schools.
- ☐ District monitors the adequacy of each school program through transcript monitoring to determine which courses are the most commonly failed, which students are losing credit and which classes/ time of day produce the most discipline referrals.
- ☐ Decisions about equalizing learning experiences and outcomes are based on detailed and accurate data analysis.
- ☐ Disparities in learning experiences and learning outcomes are seen as the responsibility of the professions.
- ☐ Educators are provided substantial training to learn to identify and eliminate instructional obstacles that cause students to struggle to learn in their school.
- ☐ District leaders are provided substantial support to learn to transform schools into institutions that promote social justice.
- ☐ Other
- ☐ Other

\_\_ Other